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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, and a resource list, is designed to introduce the students to visual advertising services. The introduction discusses the career area definition, course objectives, course strategy, and suggested time table. The learning activities are organized into objectives, activities and resources and cover the areas of: introductory activities, display artist, cover designed, illustrator, production manager, art director, sign writer, delineator, sign painter, air brush artist, related careers, and self-evaluation of career maturity. Teaching strategies include: field trips, job analysis, worksheets, design, illustration, advertising techniques, layouts, and individual research. Suggestions and procedures for both exploration and field trips, forms for the exploration trips, a job analysis sheet, and a resource list are appended. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING CAREERS

IN

VISUAL ADVERTISING SERVICES
(Tentative Copy)

Revised Edition
1973

CE003752

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

ED106580

CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

GRADES 9-10

EXPLORING CAREERS

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CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh
Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an occupational area that will provide a more in depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed and revised by John Ertel, a teacher of art at Aiken Senior High School. Jack Ford, an instructional consultant conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

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I. INTRODUCTION

A. Definition of Career Area

The Occupational Area of Visual Advertising Services is related to methods and processes which the seller uses to make a service or product appealing to and desired by the buyer. The visual media used by special departments in business or advertising agencies are magazines, billboards, direct mail, printed material, newspapers, and television.

Before advertising was refined a merchant could sell his wares to a few. Today using modern advertising techniques and communications he can sell his wares to millions at one time.

Advertising, in 1970 was the largest small business. 300,000 persons were employed and 13 billion dollars were spent by the advertising industry.

B. Course Objectives

To help students:

1. Investigate job requirements, need for jobs, environmental situations, promotion, policies, location of specific employment firms, schooling required and salaries.
2. Participate in laboratory experiences and field trips pertaining to various occupations.
3. Evaluate job appeal.
4. Increase their motivation and interest in this occupational area by a terminal project wherein the teacher may form an hypothetical advertising agency, combining all of the skills used in advertising services. Each student could choose and play the role of an employee necessary to carry out the goal of this hypothetical agency, as a complete package for a client.
5. Develop acceptable standards of behavior such as desirable personality, emotional control, dependability, responsibility and loyalty.

C. Course Strategy

This course was written for individualized exploration. It is suggested that each student explore the career of his choice and upon satisfactory completion explore another.

At the end of each exploration the student is expected to complete a job analysis sheet found in the appendix E.

A special experience being planned for students in every career exploration course is a small group "Exploration Trip". Effort has been made to make this as simple as possible for the classroom teacher. As noted in Appendix B, these trips may take place before the first class meeting if the exploration course is scheduled for the 2nd, 3rd, or 4th quarter.

The last exploration activity in this course will ask each student to participate in a "Self-Evaluation of Career Maturity" and will provide all students an opportunity to analyze and discuss their career-related experiences.

D. SUGGESTED TIME TABLE

Number	Exploration Activities Title	Days
1	Introduction to Course	2
2	Use of D.O.T.	1
3	Display Artist	*
4	Cover Designer	*
5	Illustrator	*
6	Production Manager	*
7	Art Director	*
8	Sign Writer	*
9	Delineator	*
10	Sign Painter	*
11	Air Brush Artist	*
12	Related Careers	*
13	Self-Evaluation of Career Maturity	2

* Exploration activities #3 thru #12 are related to specific jobs and are designed for individualized instruction. Each job related activity will take from 2 to 4 weeks to complete. In a ten week course each student should be able to select and complete 3 of the 10 job-related exploration activities listed above.

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY (INTRODUCTORY)

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The students will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

JOB TITLE	D.O.T. CODE	D.O.T. CODE MEANING
High School Teacher	091.228	
		(Things) 8 - No significant relationship
		(People) 2 - Instructing
		(Data) 2 - Coordinating
Waitress	311.878	
		(Things) 8 - No significant relationship
		(People) 7 - Serving
		(Data) 8 - No significant relationship
Stock Clerk	223.387	
		(Things) 7 - Handling Things
		(People) 8 - No significant relationship
		(Data) 3 - Compiling
Auto Mechanic	620.281	
		(Things) 1 - Precision working
		(People) 8 - No significant relationship
		(Data) 2 - Analyzing data

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

Exploration Activity #3

Display Artist: Designs, draws, paints or sketches backgrounds and other fixtures made of paper, cardboard, wallboard, plaster, canvas, or wood for use in window or interior displays. May design mannequins of papier-mache or other materials.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Construct a display from wood, paper, papier-mache, or styrofoam to enhance a product.	Suggested Lab Activities 1. Design and construct a set or window display for elite clothing store window using papier-mache models. Suggested theme back-to-school, vacation, or wedding. 2. Design and construct an end-of-counter or aisle display for any of the following: potato chips, sugar, picnic items, tea, hardware, small tools, glue, housewares, house paint, or art supplies. 3. Complete the job analysis sheet found in the appendix.	Occupational Outlook Handbook Advertising Procedure by Otto Klepper Job Analysis Sheet (Appendix E)

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Exploration Activity #4

COVER DESIGNER 141.081 Designs and renders cover illustrations for publications, such as magazines, books, and phonograph record albums, based on ideas suggested by art department. Designs lettering for title copy. May be designated according to specialization by Book Jacket Designer or Phonograph Album Designer.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to discover Compatable color schemes Integrate the design with the product content also construct a well designed, saleable product. Manupilate ideas so they express clearly the objective. Manipulate pen or brush in order to make neat precise letters.	Suggest Lab Activities 1. Design in four colors a book jacket cover. Use appropriate lettering for title copy. 2. Design and render a four-sided record album using black and white. Give special attention to lettering and copy arrangement. 3. Illustrate the cover for a magazine. Through the illustration tell a story. Suggested subjects: Sport, Love Story, Political, Medical Agricultural, Juvenile, Theatrical. Letter appropriately and precisely. 4. Complete the job analysis sheet found in the appendix.	P's and Q's Lettering Books Job Analysis Sheet (Appendix E)

Exploration Activity #5

ILLUSTRATOR 141.081 Commercial artist, illustrator, graphic artist. Draws and paints illustrations for advertisements, books, magazines, posters, billboards, and catalogs. Studies design layout or proposed sketch and selects technique, such as pen ink, water color, pastels, scratchboard, tempera or oils, best suited to produce desired visual effect and to conform with printing method specified. Executed design, using selected technique and rendering details from memory, live models, manufactured products, or reference materials. May be designated according to specialization as advertising illustrator, book illustrator, catalog illustrator, poster artist.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Synthesize the content of a short story into one illustration. Manipulate one of three media. Manipulate ideas and designs for continuity. Manipulate techniques to coincide with general printing practices. Match the medium with the product.	1. For the lead page of a short story, paint in oil, tempera or water color a main incident. 2. Design and complete a series of four illustrations, in sequential order, for a children's story book. 3. Consult with a printer (printing instructor) for best reproduction of a brochure consisting of four illustrations, black and white line drawings for the local telephone company, a loan company, or Travel Agency. 4. Sketch an illustration using an appropriate medium. Consider sports event, ship wreck, cosmetic close up. 5. Complete the job Analysis Sheet found in the appendix.	

PRODUCTION MANAGER 141.168

Exploration Activity #6

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Evaluate consumer appeal by listing 5 acceptable and 5 unacceptable commercials and give reasons for each. Invent a slogan motto jingle or trade mark. Lay out a newspaper ad noting margins, typography with instruction for typesetter.	1. Collect and evaluate five examples of TV commercials, magazine ads, and newspaper ads you like and five each that you dislike. Use video tape machine to record commercials for evaluation. 2. Based on information presented by a resource speaker, organize a program for _____ Company. Decide on and analyze the product. Choose and stress its most appealing attributes. 3. Compose a one-minute commercial for TV keeping in mind audience interest, use video tape machine, student actors involved in radio TV production. Invent a slogan, motto, jingle, or trademark. Design a one-quarter page black and white newspaper ad emphasizing viewer or consumer appeal and impact. Lay out a full color ad for _____ magazine giving particular attention to color, typography and copy arrangements. As a terminal project the student could simulate a situation whereby he would coordinate, schedule, examine and criticize proofs of paste-up artists, layout personnel, photographer typographers, copywriters and illustrators. Complete the Job Analysis sheet (found in appendix).	Video Tape Kit 1 Monitor 1 Tape Recorder 1 TV Camera The Dynamics of Language, 9th grade adopted English text. Job Analysis Sheet (Appendix E) Contact the American Association of Advertising Agencies for a resource speaker.

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PRODUCTION MANAGER

Advertising

141.168

Coordinates activities of design, illustration, photography, paste-up and typography personnel to prepare advertisements for publication and supervises workers engaged in pasting up advertising layouts in art department or studio.

Determines arrangement of artwork and photographs and selects style and size of type, considering factors such as size of advertisement, design layout, sketches and methods of printing specified. Submits copy and typography instructions to printing firm or department for typesetting. Review proof of printed copy for conformance to specifications. Assigns personnel to mount printed copy and illustrations on final layouts coordinating assignments with completion of artwork to insure that schedules are maintained. Writes instruction for final margin widths and printing and conformance to layout. In small establishments, may also perform duties of paste-up man.

EXPLORATION ACTIVITY #7

ART DIRECTOR 141.081: Designs advertising layouts for newspaper, magazine, television, poster, direct mail and billboard advertising. Studies illustrations and photographs submitted by clients, or sketches illustrations following client's specifications, to plan design layout. Paints or draws comprehensive (sample or finished advertisement) for approval of client or other advertising personnel. Arranges drawings and photographs in well-balanced artistic layout, deciding physical arrangement of and size and style of type to be used for printed copy. Suggests additions to or changes in advertising, copy and design in final layout to improve presentation.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Organize data submitted by client into a well balanced, artistic layout considering the limitations of printer photographer, artist and copy writer.	Suggested Lab Activities: 1. Sketch a design for a background used in a TV commercial by an announcer (Kroger, General Mills, an eye-make-up company, talk show-news caster) 2. After approval or changes of the client (teacher) the student will then make a comprehensive sample of finished work. 3. Design and execute a four-page two-color brochure for a pharmaceutical company, printing company, or United Appeal, using paste-ups and photos. 4. Design an ad for a billboard. Use appropriate subject for product. Make Copy brief. 5. Design a full page newspaper ad arranging the trade mark and merchandise for greatest appeal. 6. Complete the job analysis sheet found in the appendix.	Occupational Outlook Handbook United States Department of Labor Advertising procedures by Otto Klepper Encyclopedia of careers and Vocational Guidance Vol. 1 Planning your Career Doubleday R 377.42 "Job Analysis" Sheet (Appendix E)

Exploration Activity #8

SIGN WRITER (HAND): Writes, paints or prints by hand, signs or showcards used for display or other purposes. May cut art letters and signs for display purposes from wall board or cardboard, by hand or by such machines as an electrically powered jigsaw or a bandsaw.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Execute an attractive sign by the use of color, size and kind of lettering spacing, placement and neatness. Recognize and be able to use pens, brushes, X. acto knives, glue, tape rules triangles, and T square.	Suggested Lab Activities: 1. Layout and letter (free hand) an attention-commanding sign to be used on the side of an R.C. A. panel truck, ladies boutique, A.B. Dick Office Supplies. 2. Construct from board (paper) a display in which an actual piece of merchandise is employed, e.g., organ, lawn mower, can of soup, ladies hose, etc. Use appropriate lettering for each. 3. Make three signs-a sale for ladies hose, an auto battery, and a pair of skis. 4. When executing project, student should use correct terminology, tools and safety measures. 5. Complete the job analysis sheet found in appendix.	Occupational Outlook Handbook, United States Dept. of Labor. Free Hand Lettering by H. Wilmont Richardson Sterling Publishing Co., Inc. New York "Job Analysis" Sheet (Appendix E)

Exploration Activity #9

DELINEATOR 970.281: Renders perspective drawings of buildings and manufactured products for display or advertising purposes working from sketches and blueprints and using pencil, pen, charcoal, water colors, or airbrush. May be designated according to specialization as Architectural Renderer: Industrial Renderer.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Present an idea, cleaned from a blueprint or sketch, in perspective. To use various media water colors, pen ink charcoal, air brush and tools. T square-triangle rules, and compass.	Suggested Lab Activities: 1. Render in water a poster-sign billboard, magazine ad or counter display card for a toothpaste package, typewriter, luggage or frozen food, using perspective. 2. Prepare and execute a perspective drawing of a proposed modern sky scraper, home or stadium, using pen, ink, water color or air brush, T-Square triangles, rulers. 3. Complete the job analysis sheet found in the appendix.	Architecture Design-Engineering-Drawing By Wm. Spence. McKnight and McKnight Publishing Co. Bloomington, Ill. "Job Analysis" Sheet (Appendix E)

Exploration Activity #10

SIGN PAINTER: Designs, lay outs, and paints letters and designs to make signs. Sketches designs on paper, using drawing instruments such as angle rulers and shading pencils. Lays out design on plastic, silk, or tin to prepare stencil or on paper to draw. Pg. 511

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Lay out a design and cut a stencil. Letter Use pen and brush	1. Prepare posters for a spring wedding style show, sports event, organ recital, or sale of step ladders. Study then decide the most appropriate lettering style, size of letter and arrangement of each poster. 2. Execute the above using three colors for one poster: Black and white for others. 3. Design a three-color poster to be silk screened for a political candidate. 4. Cut a miniature paper stencil for Carpetland or Holiday Inn, to be placed on the side of a truck or promotional gimmick such as a ruler or baloon. 5. In the execution of the above activities use the tools of the sign painter (lettering brushes, pens, shading pencils angles, French curves, T-Square and ruler.) 6. Complete the job analysis sheet found in the appendix.	Free Hand Lettering H. Wilmont Richardson Sterling Publishing Inc. New York "Job Analysis" Sheet (Appendix E)

Exploration Activity #11

AIR BRUSH ARTIST 970.281

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: Assemble, disassemble, and identify the parts of an air brush. Run a smooth narrow line and achieve a smooth gradation. Cut a stencil.	1. Disassemble and reassemble the air brush, noting the function of each part. Connect the hose to the compressor and air brush; load with paint solution; paint a narrow line; a broad line. Smoothness of hand stroke is necessary. 2. After cutting two masking templates, one round, the other square, paint a sphere and a cube using the templates and air brush, shade the cube and sphere to give them perspective. 3. Select an 8" x 10" photograph of an office machine, microscope, or desk to be used in a catalogue. Using the air brush, templates, black and white paints, remove blemishes. Sharpen the outlines and highlight strategic areas. 4. For a medical journal or pharmaceutical firm, render a painting with an air brush using a science department torso model to depict some phase of anatomical function. 5. Complete the job analysis sheet found in the appendix .	"Job Analysis" Sheet (Appendix E) Materials Compressor Air brush Construction paper X-acto knife Brushes

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AIR BRUSH ARTIST 970.281

Restores damaged and faded photographs or colors and shades drawings to simulate photographs using airbrush. Examines drawings or photographic prints to determine coloring, shading and changes required. Cuts out masking templates and positions them to control areas to be sprayed. Mixes ink or paint solutions according to color specifications and spraying consistency desired. Sprays solution while manipulating air brush to fill in and blend missing parts of photograph or to give depth, perspective and tone to drawing. Builds up or changes photograph background to black-out undesirable or distracting details. Inks borders and lettering on illustrations and paints in details missing from photographs, using pen, brush, and drafting instruments. Highlights illustrations by erasing and applying white ink. May specialize in mechanical and industrial designs and be designated Air Brush Artist, Technical, or in photograph restoring and be designated Air Brush Artist, Photography.

EXPLORATION ACTIVITY #

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

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INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____

2. Related careers being explored:

   a. D.O.T. Number(s) _____

   b. Relationship to:

      1. Data _____

      2. People _____

      3. Things _____

3. Nature of duties or tasks performed:

   _____

   _____

   _____

4. Important qualifications

   a. Education _____

   b. Age _____

   c. Previous experience _____

   d. Other _____

5. Procedure for applying

   _____

   _____

   _____

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

   _____

   _____

   _____

7. What is the salary for this career?

   a. Starting _____

   b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

_____

_____

_____

9. Are there places in Cincinnati where you could work in this career?

_____

_____

_____

10. Name one or two resource people that you could write or phone for more information.

_____

_____

11. Are there places that you or a small group of students could visit to observe your career?

_____

_____

_____

12. Are there any books in the school library on this related career?

_____

_____

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

EXPLORATION ACTIVITY (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

III. APPENDIX

A. Field Trips in Career Development

B. Procedure for Exploration Trips

C. Exploration Trip Permission Form

D. Exploration Trip Report

E. Job Analysis Sheet

F. Resources

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Couzins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

   Address _____

   _____

4. Major Products or Service:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

5. Major Types of Jobs:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

6. What did you like best about this trip?

   _____

   _____

   _____

7. Did you see any jobs that you would like to do? List them.

   _____

   _____

8. What did you learn from this tour?

   _____

   _____

   _____

   Signature
   Representative of Organization
   Visited

APPENDIX E. JOB ANALYSIS

1. Career Title: _____
   DOT Number: _____
   Relationship to Data:
   People:
   Things:

2. Duties or Tasks Performed:
   a.
   b.
   c.
   d.

3. Qualifications: Education:
   Age:
   Experience:

4. Procedure for applying for position
   a. Where
   b. Is there a test involved
   c. Is there an interview
   d. Are there any physical requirements.

5. In what areas of Advertising is your career found. (If many, list three specific areas)

6. What is the salary for this career
   a. Starting
   b. Maximum

7. Are there chances for advancement? Name several promotional positions.

8. Are there places in Cincinnati where you could work in this career

9. Name one or two resource people that you could write or phone for more information

10. Are there places that you or a small group of students could visit to observe your Career?

11. Are there any books in the school library on your career or a related career?

12. What can you do in high school to learn about and prepare for the career of your choice
    a. d.
    b. e.
    c. f.

APPENDIX F. RESOURCES

1. Modern Talking Picture Service Inc. No. 9 Garfield Place
   Tele. 421-2516

2. The Golden Standard #2523 9th grade and higher 17½ min. col. story of Modern Advertising Function of Media Selection in Advertising. Tele. 421-2516

3. Positive introduction of circulation facts, purpose and influence of ABC and the advantages of buying known and analyzed quantities of circulation #2523

4. Encyclopedia of Careers and Vocational Guidance Vol. 1 Planning Your Career R. 371.42

5. Advertising Procedure by Otto Klepper

6. Poster Craft by Leo Racklow 741.67 Sterling Pub. Co. Inc., NY

7. Cincinnati Telephone Directory

8. Speakers-Cincinnati Council of American Assn. of Advertising Agencies.